Special Schools for Speech and Hearing Impaired Children in Himachal Pradesh: An Evaluative Study

A Synopsis

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INTRODUCTION

Education is a basic human right and a significant factor in the development of children, communities, and countries. It is important because it is the basis of the success of our society. It is the key to a person's future. If one is having a good education it will help him/her to achieve all types of goals. Opening classroom doors to all children will help break the intergenerational chains of poverty because education is intrinsically linked to all development goals. A good education is a way to success in our society; it is a predictor of success in later life, in terms of employment, income, and independence. When we examine the educational status of a group of individuals, we are also, in most cases, examining predictors of their future. There is perhaps no group of students for whom education is more significant than students with mental and physical disabilities. A good education can mean the difference between a life of dependence and unemployment and a life of independence and productivity. In a society too frequently preoccupied with defining people in terms of their disabilities, a good education offers people an opportunity to define themselves in terms of their abilities. All children have certain basic needs. The needs and problems of disabled children are similar to and at the same time different from normal children. Even though the needs and problems of disabled children are related to their characteristics yet they have certain common needs and problems such as need for appropriate education need for independent functioning, need for respect for their individuality, etc. Disabled children are like non-disabled children except their specific disabilities. They have a strong desire for independent functioning. They should be educated because they are important members of our society and should be integrated in general community at all levels as equal partners so that they can be prepared for normal development. It will enable them to face life with courage and confidence. "People with disabilities are also people with extraordinary talent. Yet they are too often forgotten. When people with disabilities are denied opportunities, they are more likely to fall into poverty -- and people living in conditions of poverty are more likely to develop disabilities. As long as societies exclude those with disabilities, they will not reach their full potential and the poor in particular will be denied opportunities that they deserve. We must work closely with our development partners to remove the barriers that exclude disabled people and ensure equality of opportunity for every member of society."*(Former World Bank President Paul Wolfowitz).*

Historical Review and Current Trends

Analysis of various government reports and policy documents clearly suggests that international mandates and policy frameworks have provided a significant impetus to efforts undertaken at the national level. The Kothari Commission observed that "many handicapped children find it psychologically disturbing to be placed in an ordinary school" (Education Commission, 1966, p. 109) and in such cases they should be sent to special schools. The Sargent Report also endorsed similar recommendations. Thus both these reports stressed the need to expand special and integrated facilities. This dual approach continued for the next 20 years and was reaffirmed in the National Policy of Education (MHRD, 1986). Section IV of the National Policy of Education entitled "Education for Equality" states that "where feasible children with motor handicaps and other mild handicaps will be educated with others, while severely handicapped children will be provided for in special residential schools" (MHRD, 1986). A similar focus is articulated in the Persons with Disabilities Act, 1995 (Ministry of Law and Justice, 1996), which notes that, "it [the Act] endeavours to promote the integration of students with disabilities in the normal schools" (p. 12) and also promotes the "establishment and availability of special schools across the nation" (p. 12) in both Government and private sectors.

The UN General Assembly's declaration of 1981 as the International Year of Disabled Persons; proclamation of 1983-1992 as the Decade of the Disabled by UN; followed by the UNESCAP Decade of the Disabled Persons from 1993-2002; and subsequently the World Conference on Special Needs Education in Salamanca in June 1994, have all played an important role in bringing the spotlight on to people with disabilities, especially on education as a vehicle for integration and empowerment. Not surprisingly, many of these mandates have shaped new national legislations and policies. Here the following four legislations have had a significant impact on the government and the NGO sector, of these the first three are specific to people with disabilities:

- Rehabilitation Council of India Act (1992): states that CWSN will be taught by a trained teacher.
- Persons with Disabilities Act (1995): educational entitlement for all CWSN up to 18 years in an appropriate environment.

- National Trust Act (1999*):* provide services and support to severely disabled children.
- The 86th Constitutional Amendment (2007): free and compulsory education to children, up to 14 years. (Education for All Global Monitoring Report 2010.)

Status of Education for Disabled Children in India

India has some forty to eighty million people living with disability; among them thirty percent of them are children below the age of fourteen years. In India ninety per cent of disabled children do not get any form of schooling. There are a number of families which are living below the poverty level and many families have to make choices about which of their kids they can afford to send to school. Parents of disabled children have more difficult choices, as they also have the burden of medical treatment, and others. Today there are more than three thousand special schools in India; nine hundred are schools for the hearing impaired, four hundred for children with visual impairment, seven hundred for those with locomotors disabilities, and one thousand for the mentally disabled. Very few schools have resource rooms and employ special education teachers to help children with special needs in their system. Sadly, these amenities are found in very few cities. In India Special schools have been set up in the past. In 1947, India had a total of 32 such schools for the blind, 30 for the deaf, and three for the mentally retarded (Disability in India: www.ccdisabilities.nic.in).The number of such schools increased to around 3000 by the year 2000 (NCERT-UNESCO Regional Workshop Report, 2000). Special schools for children with visual impairment, hearing impairment, and locomotors disabilities are streamlined to follow a curriculum that is almost in line with the general education curriculum.

Status of Education for Disabled in Himachal Pradesh

The state Government is determined to fulfill the constitutional obligation under 86th amendment which makes Education a fundamental right of every child and to implement the Section 26 of the Persons with Disabilities Act, 1995 which states that the appropriate Government and local authorities shall ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years. The Department of Education and Sarva Shiksha Abhiyan Project are instrumental in providing free and compulsory education to all children. The State Govt. is committed to providing free education to disabled children having 40% or more disability from class-I till passing out from university including

technical & professional courses in all Government Institutions. Provision has been made to provide 3% reservation in the admission of students with disabilities in the Institutions especially at higher level, so that they can pursue higher studies and professional courses. Emphasis will be on inclusive education and to provide the same, proper training of the teachers to equip them to look after the needs of such children in the integrated stream of education will be ensured. Needs of the children with severe disabilities can be best taken care of in the Special Schools hence, focus will be on expansion of Special Schools to the uncovered areas with the assistance of NGOs working in this sector. State will also endeavor to provide need based vocational training and courses to enable the children with disabilities to upgrade their skills and take up self employment ventures and eventually reduce their dependence level. For the protection of the rights of Persons with Disabilities and to ensure their equal participation in the development of the state, the Government of H.P. is implementing the following legislations:

Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

The state Government is instrumental in implementing the various provisions of the Act. The Department of Social Justice & Empowerment (SJ&E) is the nodal Department for coordinating and facilitating the implementation of the Act. To give impetus to the implementation of the Act, a State Level Coordination Committee under the Chairpersonship of the Hon'ble Minister (Social Justice & Empowerment) has been constituted. This committee is being supported by the State Executive Committee to review and formulate the strategy for implementation of different provisions of the Act in coordination with different departments.

National Trust for welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 has provisions for providing legal guardianship to persons suffering from Cerebral Palsy, Autism, Mental Retardation and Multiple Disability and for creation of an enabling environment to make them more independent. The National Trust Act, 1999 is being implemented in the State and Local Level Committees have been constituted in all 12 districts and legal guardians for the persons with these disabilities are being appointed. (State policy for persons with disabilities Himachal Pradesh)

As per Census of 2001, there are 1,55,950 persons with disabilities (PWDs) in Himachal Pradesh, which constitute approximately 2% of the total population. Since the census data consists of all persons having disability to any extent irrespective of the definition of disability as

laid down in the Persons with Disability Act, the Department of Social Justice and Empowerment (SJ&E) has taken an initiative in 2007-08 to identify the persons with disabilities in the state through the network of ICDS which has a wide reach right down to every household of the state, to provide remedial and rehabilitation services to them. As a result of this survey total 66,932 Persons with Disabilities have been identified out of which 10,611 are visually impaired, 11,924 Hearing Impaired, 36,249 orthopedically impaired and 8,148 Intellectually Challenged persons.

Concept of Disability

Disability is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. A disability may be present from birth, or occur during a person's lifetime. A disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus disability is a complex phenomenon, reflecting an interaction between features of a person’s body and features of the society in which he or she lives. Impairment leads to disability. Due to impairment there is a reduction in functional ability. Just as impairment leads to disability, disability handicaps the individual. An individual may also qualify as disabled if he/she has had impairment in the past or is seen as disabled based on a personal or group standard or norm. Such impairments may include physical, sensory, and cognitive or developmental disabilities. Mental disorders (also known as psychiatric or psychosocial disability) and various types of chronic disease may also qualify as disabilities.

"Disability" means-

(i) Blindness;

(ii) Low vision;

(iii) Leprosy-cured;

(iv) Hearing impairment;

(v) Loco motor disability;

(vi) Mental retardation;

(vii) Mental illness;

"Person with disability" means a person suffering from not less than forty percent of any disability as certified by a medical authority.(PWD ACT1995)

Disability Areas

Specific disability areas are hearing impairment, visual impairment, mental impairment, orthopedic impairment, speech disorders and learning disability.

1. The hearing impaired is the individual who have a damaged hearing mechanism and face difficulty in speech and language development. The cases included in this category will be those having hearing loss of more than70 decibels in the better ear (profound) loss of hearing in both the ears.(ministry of social welfare 1987).
2. Visually impaired are those who have problems with vision. Some children can read large prints and are functional in their environment whereas some have severe vision loss and cannot be taught through visual methods.
3. Mentally impaired children are those who have a lower level or intellectual functioning and have problems in learning, social and emotional behaviours.
4. Orthopedically impaired are those who have problems with the functioning of bones, joints and muscles to such an extent that they require artificial limbs.
5. Children with speech disorder are those who have difficulty in articulation, voice and rhythm. They omit, substitute, distort, and add sound while speaking a particular word or sentence.
6. Learning disabled are those having disorder in one or more of the basic psychological process involved in understanding, or using spoken or written language.
7. Amongst all these disability areas speech and hearing impairment will be taken in the present study.

Concept of Speech and Hearing Impairment

Hearing impairment refers to a defect in or damage to the hearing mechanism. It leads to hearing disability or loss of hearing. A person may become deaf or hard of hearing depending upon the nature of impairment and the degree of hearing loss. According to USA Public Law

(94-142), “Deaf means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects his educational performance. Hard of hearing means a hearing impairment, whether permanent or fluctuating, which is not included under the definition of deaf”. A child may be born with some impairment in the hearing mechanism or the impairment may occur after birth due to infection, disease and obstruction or damage due to accident. Due to hearing impairment the child becomes unable to hear, speak and acquire language. Thus a child may become dumb largely because he is deaf. Hearing impairment is a greater barrier to the normal development of language. Deaf are unable to hear either themselves or others, so they are not reinforced. The lack of feedback is another cause for deaf children’s poor speech production. The hearing impaired children are abnormally slow in their linguistic development. These children have a limited vocabulary; they lack comprehension of complex words and words with multiple meaning and concept.

Types of Hearing Impairment

The age of onset of hearing impairment and the relationship between hearing loss and language delay are important considerations in the classification of hearing impaired children. The earlier the hearing loss manifests itself in a child’s life, the more difficulty he or she will have in developing language. So professionals classify hearing impaired children as follows:

Congenitally deaf are those children who are born deaf.

Adventitiously deaf are those children who acquire deafness at some time after birth.

Pre-lingual deafness is deafness present at birth, or occurring early in life at an age prior to the development of speech or language.

Post-lingual deafness is deafness occurring at any age following the development of speech or language. Experts differ regarding the dividing point between pre-lingual and post-lingual deafness. Some believe it should be at about eighteen months, whereas others think it should be lower, at about twelve months or even six months. Hearing impaired children are classified into

following five sub-groups depending upon the degree of hearing sensitivity (as per the ministry of welfare (Govt. of India), notification No. 4283 HW, dt. 6.8.86. It is measured in decibels (dB).

Category	Type of impairment	dB level in better ear	Percentage of impairment
I	Mild	dB 26 to 40	Less than 40%
II	Moderate	dB 41 to 55	40% - 50%
III	Severe	dB 56 to 70	50% - 75%
IV	Profound	dB 71 to 90	75% - 100%
V	Near total deafness	dB 91 and above	100%
	Deafness	No hearing	100%

Children with mild to moderate loss of hearing can be integrated in regular school.

Hearing impaired children differ from one another in many ways. They may differ in the degree and type of hearing loss, the age of onset of deafness, intelligence, parents', ability and attitude, home environment and nature and amount of their home-training etc. Every child whether he is able or disabled, has a right to education and every society must grant this right to the hearing impaired children to receive appropriate training and education so that they become useful members of the society and participate in nation building instead of being a burden for the parents. The care and training of hearing impaired children should be the joint responsibility of the home, school, community, health and social welfare personnel. After parents school has a major responsibility in the care and training of hearing impaired children. The major problem of hearing impaired children lies in their deficiency in speech and language development and communication. For this purpose sign language is extensively used by most of them .It is a system of gestures that is used to convey general ideas and thoughts. Profoundly deaf children who have had some education can be taught finger spelling to achieve some facility in communication among themselves and also with the hearing speaking world. To ensure an

appropriate education, families and staff with special training must work together to bring the world of experiences to the child in a meaningful manner. Students with hearing impairments can and do succeed, but at different rates and often in different sequences. There must be significant intervention, coordinated by an educational team to ensure that appropriate development does occur. It is important to remember that educational goals for students with hearing impairments are essentially the same as those for all students. The goals are: effective communication, social competence, employability, and personal independence. In order to accomplish these goals, however, students with hearing impairments require specific interventions and modifications of their educational programs. An appropriate assessment of these unique educational needs and instruction adapted to meet these needs is essential to ensure appropriate educational programming.

Concept of Special School

Special education or special needs education is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community. A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioral problems. Special schools are specifically designed, staffed and resourced to provide the appropriate special education for children with additional needs. Students attending special schools generally do not attend any classes in mainstream schools. Special schools provide individualized education, addressing specific needs. In recent times, places available in special schools are declining as more children with special needs are educated in mainstream schools. There will always be some children, however, whose learning needs are not appropriately met in a regular classroom setting and will require specialized education and resources to provide the level of support they require.

REVIEW OF THE RELATED LITERATURE

The Review of related literature is a must for the successful completion of research. It helps the researcher to lay a sound foundation for his/her investigation. A thorough review of the related literature is an integral part of conducting research, helping the researcher in the clarification of his problem and in the avoidance of duplication, the formulation of insightful hypothesis, the planning of an adequate research design and rigorous and insightful interpretation of findings. Though, it is time consuming, it is a fruitful phase as it helps the research worker to find out what is already known. The investigator made an attempt to review the related literature. After going through the review of related literature some of the studies are given as under:

Jyoti,Arun,Reddy and Ramana (1996) revealed that hearing impaired children exhibited a better quality of adjustment than normal children. Hearing impaired children differed from normal children significantly in their self concept .Hearing impaired children had low self concept.

Asha (1997) found that normal and hearing impaired children differed significantly in creativity. Normal children were found more creative than hearing impaired children.

Agarwal and Sharma (1998) studied extent and nature of problem behaviour among deaf and dumb children. A sample of 100 children from class 1^{st} to 10^{th} who were selected from government school for deaf and dumb located in Agra. Mostly children were from urban area, male in between 7-12 years of age, had a severe level of deafness and belonged to small sized nuclear Hindu families of middle socio-economic status. Majority of deaf students had shown frequent problem behaviours.

Joseph (2003) a study on certain factors which had positive impact on the language performance of the hearing impaired students. The results showed that regular use of a hearing aid, private schools (both aided and unaided), size of the class (up to ten students) and a non-residential set-up had a positive impact on the performance of students.

Kuan and Li (2004) conducted a study to examine if valid test score interpretation based on standardized performance tasks could be made for students with hearing impairments.

Alzahrani and Hasan (2006) investigated whether the social competence and social adjustment skills of students with hearing impairment differ significantly according to the type of

educational placement, program and gender. The findings of this study indicated that there were no significant differences in peer relations, academic behaviour, self-management and social adjustment of students with hearing impairment relative to the educational setting and program. Findings also indicated significant difference between male and female student in peer relations and social adjustment.

Whitehurst and Cherie (2007) described how specially designed instruction is being used to ensure that secondary students with disabilities have access to the general curriculum and are participating and are progressing within it.

Garcia and Darlene (2012) examined three years of change at Apple NPS a non public school for students with emotional and behavioral disorders. The study participants included various school stakeholders such as teachers, parents, behavioral specialists and administrators. This case study attempted to present not only the rationale for change within the school as it has undergone various attempts at school reform but also the human stories of those who have been affected by the change.

Heusser and Catherine (2012) revealed that more is needed to know about interventions and ways which are effective for improving developmental outcomes of children with hearing loss.

Koch and Katherine (2012) conducted a study and the purpose of this qualitative study was to explore the experiences of teachers who have a dual role, one of being both parent and teacher of a child with disability. An analysis of findings revealed that those parent-teachers, who have children with disability report that they are better able to empathize with the parents of their students, have a better understanding of what it means to be a student with disability and can bring a broader knowledge of disability and disability intervention to the classroom.

Safder, Akhtar, Fatima and Malik (2012) conducted a qualitative study to identify the problems faced by students with hearing impairment studying in inclusive education at the university level. A structured interview with open-ended questions was used to investigate the problems of students with hearing impairment. Collected data were analyzed through (transcribing and coding) the statements given by the deaf subjects. It was found that students with hearing impairment were facing many difficulties regarding mode of instruction used by the teachers in class room; lack of sign language interpreters, and teachers' (inability to use) sign language during instruction. It was surprising to find out that students with hearing impairment did not report any difficulty (socializing) with their hearing counterparts.

STATEMENT OF THE PROBLEM

The study of disabled children is the study of differences. They are either far enough below or far enough above the average range. They need very much specialized attention, which is not provided in regular classrooms. This study is an attempt to know about education of students with disabilities in order to begin an examination of what happens to students with disabilities once they go through the doors into the school house. Therefore the investigator stated the problem of study as under:

Special Schools for Speech and Hearing Impaired Children in Himachal Pradesh: An Evaluative Study

OBJECTIVES:

The study will be conducted keeping in view the following objectives:

1. To study the organizational structure of special schools for speech and hearing impaired children in Himachal Pradesh.
2. To study the administration of special schools for speech and hearing impaired children in terms of:
    i. Eligibility Criteria for Staff.
    ii. Appointment of the Teachers
    iii. Admission Procedure of the speech and hearing impaired children
    iv. Record Maintenance
    v. Conduct of Meeting
3. To study the curriculum transactional procedure in special schools for speech and hearing impaired children in terms of:
    i. Curriculum
    ii. Time-table
    iii. Classroom interaction
    iv. Educational facilities meant specially for speech and hearing impaired children

v. Teaching method
vi. Teaching Learning Material(TLM)
vii. Computer education
viii. Vocational education
ix. Co-curricular activities
x. Extra-classes

4. To study the availability of infrastructural facilities provided to speech and hearing impaired children in terms of:
   i. Classrooms
   ii. Computer Room
   iii. Speech Therapy Room
   iv. Furniture
   v. Library Facilities
   vi. Laboratory Facilities
   vii. Canteen Facilities
   viii. Kitchen Facility
   ix. Individual Room Facilities
   x. Residential facilities
   xi. Wash Rooms
   xii. Sports Facilities
   xiii. Recreational Facilities
   xiv. Provisions related to disaster management
   xv. Provisions related to Fire Safety

5. To study the facilities related to health and hygiene provided to speech and hearing impaired children residing in special schools in terms of:
   i. Quality of Food
   ii. Safe drinking water
   iii. Health check -up
   iv. Cleansing of the living space
   v. Proper Ventilation of Rooms

6. To study the problems in special schools faced by the following:

    i. Principal
    ii. Teachers
    iii. Non-teaching staff
    iv. Experts/Counselors

7. To study the achievement of speech and hearing impaired children in curricular and co-curricular areas for the last five years.

8. To study the redressal mechanism in special schools for speech and hearing impaired children.

9. To study the perception of the parents about the education of their wards in the special schools.

10. To study the role of special schools in the placement of speech and hearing impaired children.

NEED AND SIGNIFICANCE OF THE STUDY

The needs and problems of disabled children are similar to and at the same time different from normal children. Even though the needs and problems of disabled children are related to their characteristics yet they have certain common needs and problems such as need for appropriate education need for independent functioning, need for respect for their individuality, etc. Disabled children are like non-disabled children except their specific disabilities. They have a strong desire for independent functioning. Education begins where medicine ends. It is of medical concern to provide a hearing aid to hard of hearing children. But teaching the children to use their residual vision or hearing capacities effectively is certainly an educational function. This warrants special education for these children. It is not possible to ensure optimum human resource development without developing the potentials of special children. Special equipments and additional training are quite necessary for teaching special children. Without special education/or training these children cannot develop independent living skills and social skills and will be more likely to become a liability. So special education for them is indispensable. In our

country a large number of special schools have been established for education of severely handicapped children, particularly the blind, the deaf and the mentally retarded children .In special schools these children are educated by trained teachers with the help of special aids and equipments. The study of these children is the study of differences. They need very much specialized attention, which is not provided in regular classrooms. Hearing faculty is the prime gateway to the real world and a world of imagination. Conversely, the absence of the auditory faculty makes the ability to listen, to speak, to communicate, to imagine, an ordeal. Hearing enables people to acquire speech and language. Children learn to talk, respond and sing relying on sounds they hear and develop language and communication by adding meaning to those sounds. When people can't hear sounds, it results in lack of language acquisition, 'detachment' from the world around them and poor development of vocal organs. Hence deafness leads to deficiency in speech. Hearing impaired children are more disadvantaged than visually impaired children. In the present study the investigator would study the historical perspective, organization, administration, functioning and effectiveness of two special schools for speech and hearing impaired children which are being run by the government in Himachal Pradesh. This study is an attempt to know about education of students with disabilities. The time has come to ask the same questions for students with disabilities that we have been asking about students without disabilities:

- Are they achieving?
- Are they staying in school?
- Are they prepared to enter the work force when they finish school?
- Are they going on to participate in postsecondary education and training?
- Are they prepared for adult life?

In India a very few studies have been conducted in this area. In Himachal Pradesh studies conducted on speech and hearing impaired children are considerably less. There is a dearth of studies in this area. It is the need of the hour to investigate thoroughly major issues and challenges encountered by teachers, heads, staff, parents and special children of special schools. This study will help in giving answers to the questions cited above. The outcomes of the study would help to evolve the strategies for effective functioning of the special school and will have a special significance in society.

OPERATIONAL DEFINITIONS OF KEY TERMS USED

Special School: A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioral problems. Special schools are specifically designed, staffed and resourced to provide the appropriate special education for children with additional needs.

Speech and Hearing Impairment: Hearing impairment refers to a defect in or damage to the hearing mechanism. It leads to hearing disability or loss of hearing. A person may become deaf or hard of hearing depending upon the nature of impairment and the degree of hearing loss. It is measured in decibels. Due to hearing impairment the individual becomes unable to hear, speak and acquire language. The cases included in this category will be those having hearing loss of 60 decibels or more in the better ear in the conversational range of frequencies (PWD Act1995).

DELIMITATIONS OF THE STUDY

1. The present study will be restricted to the special schools for speech and hearing impaired children situated in Himachal Pradesh.
2. The present study will be restricted to special schools for speech and hearing impaired children which are being run by Government.
3. The present study will be restricted to special school for speech and hearing impaired children Dhalli, Shimla and special school Sundernagar, Himachal Pradesh.
4. The study will be confined to all the speech and hearing impaired children, their parents, school administrator, special teachers and other staff members of the special schools for speech and hearing impaired children.

METHODOLOGY

In the present study descriptive survey method will be used to fulfill the objectives of the present study.

Population: All the speech and hearing impaired children residing in the special schools, their parents, school administrators, special teachers and other staff members of two special schools for speech and hearing impaired children in Himachal Pradesh will constitute the population of the study.

Research Tools to Be used and Developed: For conducting the present research following tools will be developed by the investigator:

1. Interview Schedule for School Administrator
2. Interview Schedule for Teachers
3. Infrastructure Inventory
4. Interview Schedule for Hostel Warden
5. Interview Schedule for Speech and Hearing Impaired Children
6. Interview Schedule for Parents
7. Observation Schedule
8. School records
9. Interview schedule for Ex-students

ANALYSIS AND INTERPRETATION

Analysis will be done as per the data obtained with the help of tool used.

DATA COLLECTION

The researcher will personally visit the special school and will collect the relevant information for the present study with the help of interview schedule for speech and hearing impaired children residing in the special school, their parents, principal, teachers and other staff members

of the special school. The information with regard to the infrastructure will be obtained through infrastructure inventory and some information in regard to infrastructure and academic achievement will be obtained through school records. In order to take information from speech and hearing impaired children help from sign language expert will also be taken. Apart from this the data will be collected on the basis of observation of the investigator with the help of observation schedule.

STATISTICAL TECHNIQUES USED

For the analysis of data obtained with the help of different tools used in the study, qualitative methods will be used. The perceptions obtained from various respondents will be analyzed through method of content analysis and percentage analysis.

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